



THE NATIONAL CONGRESS OF MOTHERS MAGAZINE



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"For the Welfare of the Child"

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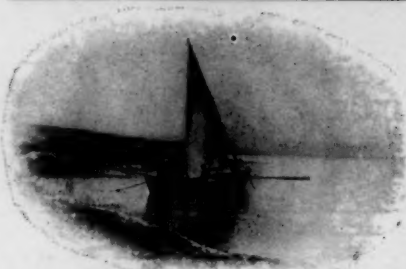
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The National Congress of Mothers Magazine

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Vol. III

SEPTEMBER, 1908

No. 1

THE PRESIDENT'S DESK

NEW ORLEANS CHOSEN FOR NEXT NATIONAL CONGRESS

The Annual Conference of the National Congress of Mothers will be held in February, in New Orleans. The date will be announced in October.

Last year the National Congress of Mothers doubled its membership, which means that the opportunities for childhood were increased a hundred fold.

GROWTH OF THE CONGRESS

This year it can again double its membership if every reader of the MAGAZINE will lend a hand.

Let every member ask her friends to join. Let every President of a Circle of Parents determine that during the year she will look about her and form at least one other Circle.

Let every President of a City Congress resolve that she will interest a neighboring town in parents' circles and organized work for home and childhood. Let every State President look over the list of States which have no organization and see if she cannot, through the help of the State Organization, double the membership in her State and also aid in forming a new State branch of the work. The Congress cannot do its important work until it has branches in every State, and every county of the United States. Is there a branch in your county? If not write to the National Secretary and she will advise you what to do to form one.

Miss Lucy Wheelock, 134 Newbury street, Boston, Mass., has accepted the chairmanship of the Educational Committee of the National Congress of

EDUCATION COMMITTEE

Mothers. As the principal of one of the leading training schools for kindergartners, Miss Wheelock is qualified to lead the educational department of the Congress, and she is deeply interested in promoting and extending

the work. The members of the committee are:

Miss Lucy Wheelock, Chairman, 134 Newbury street, Boston, Mass.; Prof. M. V. O. Shea, Madison, Wis.; Prof. Edgar J. Swift, St. Louis, Mo.; Dr. G. Stanley Hall, Worcester, Mass.; Miss Mary Louisa Butler, Chicago, Ill.; Mrs. Mary Boomer Page, Chicago, Ill.; Mrs. W. S. Hefferan, Chicago, Ill.; Robert N. Willson, M.D., Philadelphia, Pa.; Dr. Sherman Davis, Bloomington, Ind.

Study outlines for Parents' Circles will be prepared by this committee, and courses of study for those interested in child-study.

The Department of Women's National Organizations in the National Education Association held its first meeting in Cleveland in July.

PHYSICAL WELFARE OF CHILDREN IN SECONDARY SCHOOLS

The unification of educational work in National organizations of women is the purpose of this department, and if carried out there can be no doubt that great progress will be made in the promotion of important educational interests.

The work chosen for 1908-1909 is the study of physical needs of children in the secondary schools.

The Congress was represented by its President and five delegates, all of whom were conversant with the school side of education, and the majority of whom were also acquainted with the home view and the effects of the system on children.

The National Congress of Mothers from its constituency naturally has a more living vital interest in education than any other organization. Every State Congress should take cognizance of the annual meetings of the National Education Association, as the opportunity is there afforded to influence the educational policy of the country.

Active members must be proposed by one member, and endorsed by another. Two dollars initiation and two dollars per year are the dues. This admits to all privileges of membership.

The next meeting of the National Education Association will be in Denver, in July, 1909. The Congress recommends that each Circle of Mothers appoint an education committee, which shall embody in its work a study of the physical welfare of children in secondary schools.

CELEBRATION OF THE BIRTHDAY OF THE NATION

September may not seem a suitable time to consider the Fourth of July, yet only by forethought and united effort will it be possible for the Mother's Congress to inaugurate a more sane and sensible method of stimulating patriotism and celebrating the birthday of the nation than the one which custom has established, and which many parents follow thoughtlessly and blindly.

Each year children's lives are offered a willing sacrifice to the nation's birth by their own parents. Nearly three thousand children were injured and over eighty died as a result of the last celebration of the Fourth. There are living to-day hundreds who are blind because the Fourth of July claimed them as its victims. Every mother and every Mother's Circle should consider these

facts and determine that no little child within her influence shall be taught to celebrate the Fourth by the use of fire arms or gunpowder in any form.

The little children would never ask it, if they had not been taught from infancy that it is the proper thing. Parents should face the facts. Your child may be the next victim. One can sacrifice life for a worthy cause, but how can a parent feel who has given the child the implements which have brought injury or death merely from a mistaken idea of pleasure and patriotism?

Cannot every Parents' Association plan now an entertainment worthy of the Nation's birthday which will be more in accordance with the ideals of the twentieth century?

The Congress will publish plans for such celebrations as they may be given, For the family, for the school or neighborhood, for the town or city.

The City Council of Cleveland, Ohio, has paved the way for action in other cities by decreeing that henceforth no private celebration of the Fourth of July by the use of firearms or fireworks shall be held.

Organized motherhood in protection of childhood should give serious consideration to this subject, and should use its efforts to educate the children of to-day to safer, higher methods of honoring the founding of our country.

The National Congress of Mothers desires to raise a permanent fund for the prosecution of its great work in the interest of child and home.

NATIONAL BAZAAR FOR THE WELFARE OF THE CHILD

It will hold a National Bazaar, December 2, 3 and 4, for this purpose. Every one interested in promoting the welfare of the children of the nation is asked to contribute useful or fancy articles of all kinds or money.

The Bazaar will be held in three sections, simultaneously.

Eastern Section—Mrs. Wm. T. Carter, Chairman, care Miss Ella Robb, 1615 Walnut St., Philadelphia, Pa.

Central Section—Mrs. S. C. Striebinger, Chairman, 4103 Euclid Ave., Cleveland, Ohio.

Western Section—Mrs. Jefferson D. Gibbs, 424 Park View Place, Los Angeles, Cal.

Every one can give something. An apron, a handkerchief, fancy work, dolls dressed or undressed, children's garments, household supplies of all kinds, books, pictures or fancy goods will be acceptable. The opportunity is thus given for every man or woman interested in the welfare of children to lend a hand in aiding the great work undertaken by the National Congress of Mothers.

Look for further information of the Bazaar in the October MAGAZINE. Circulars concerning it will be furnished by the Secretary.

MRS. ARTHUR A. BIRNEY,
806 Loan & Trust Bldg., Washington, D. C.

Parent Teacher Work from Coast to Coast

CALIFORNIA—By MARY E. LEDYARD

Supervisor of Kindergartens, Los Angeles

In the early days of California—the days of Sarah B. Cooper, Kate Douglass Wiggin, Nora Smith and Emma Marwedel—mothers' meetings were universally held as often as once a month in the kindergarten rooms of school buildings, into which were gathered the perplexed and over-worked women usually who had little time and no talent for child study, further than the providing of food and raiment for the poor little bodies for which they were responsible. The tasks of the usually young and very inexperienced kindergartners of those days were such as these: the settlement of connubial quarrels, the finding of burial clothes for little ones called home; the adjusting of all sorts of strained relationships in neighborhood efforts to persuade Pat to abstain long enough to get his family on some sort of a financial footing, or to adjust affairs for Mrs. Maloney who appears early in the afternoon with the announcement that her old man died on her last night, and now what is she to do? This sort of thing went on in different parts of the State with more or less success and unsuccess until once upon a time in the year 1900 in Los Angeles, California, a wise and far-seeing man, then superintendent of city schools, Mr. James A. Foshay, said: "If these mothers' meetings are a good thing for the kindergartens, why should they not be a good thing for both parents and teachers of all the

grades of all the schools of the State?"

An idea no sooner conceived than undertaken, and under this wise man's guidance all the Mothers' Circles of the southern part of the State were federated under the name of the California Child Study Circles. At this point our revered Honorary President, Mrs. Theodore W. Birney, then President of the National Congress of Mothers, opened her arms to this newborn child of the West, and the California organization became a part of the National, changing its name recently to the California Parent and Teacher Association of the National Congress of Mothers.

The ramifications of the work already undertaken are many. A hurried enumeration of the various committees in the field will not be out of place:

The Emergency Committee,
The Juvenile Court Committee,
The Child Labor Committee,
The Children's Hospital Committee,
The Legislative Committee,
The Pure Food Committee,
The Literature Committee,
The Bureau of Exchange,
The Grievance Committee,

but here let me pause, for it is for the Teachers of the State I have especially been asked to speak.

If any one will take the trouble to look over the reports published by our public schools for the past nine years he will find that no issue omits to laud

the work of this organization in the schools. Such expressions as these I quote verbatim:

"If you will let me pose as a prophet for a moment, I will be so bold as to predict that through the efforts of this organization alone, the time will come when we will need no Committee upon Child Labor, Detention House, Juvenile Courts, or Pure Food Committee. That the parents and teachers of our land will come to thinking and so knowing that these institutions will no longer be called into requisition anywhere. Until then let us thank God for such conditions as exist in our State.

A Board of Education standing strongly always for the work.

Opening the school houses for meetings during the afternoons or receptions in the evenings.

Members of the Board speaking to the various associations when requested. The superintendent and his deputies always ready with addresses or help in any needed way. The hearty coöperation of principal and teachers in the forwarding of the work.

Many have asked how this movement upon the schools by the vast army of parents seemed to affect the teachers. In our own State its history has been this: At first some slight opposition was manifested by teachers, a fear existing that a meddlesome fault-finding interference was to be expected. Later, through wise and judicious handling of the problem the sentiment became reversed and in place of opposition, or at best half-hearted acceptance of the inevitable, the teachers as a whole are now heart and soul in sympathy with the organi-

zation and are more active and more enthusiastic supporters of it than many of the mothers themselves. It is no Utopian dream in its working out in Los Angeles at least. It is simply showing how the closer unification of home and school has resulted in averting the things which always cause most trouble—the misunderstandings which naturally arise where parents and teachers are strangers to one another. Our superintendent has taken pains to collect the following statistics, showing how the two great out-growths of these misunderstandings between parents and teachers have been done away with, *i. e.*

Suspensions and corporal punishments, both falling off to one-third of their former volume in five years:

Year	Suspensions	Corporal Punishments	Enrollments
1902-3	218	494	27,419
1903-4	199	483	
1904-5	132	441	
1905-6	116	377	
1906-7	72	254	42,998

The world is not unjust or unkind. It is simply unthinking and unknowing—and how lamentably unthinking and unknowing it has ever been when dealing with its most precious asset, the child.

In our work we have proved the great principle of the magic of together. Each department in its own way making for the perfect whole, no matter how humble the service. The mother and the teacher who put their united forces into the homely enterprise of together promoting the one virtue of promptness or industry, alone lifted many tons of the national burden. No service is too humble when all are interested and all at work.

I am reminded of the story of a ragged vagrant who was observed going day after day about the walks and drives of a park in one of our great cities gathering into her apron bits collected from the ground as she walked. At last a policeman became curious about her movements, and accosted her very roughly, threatened her with arrest unless she explained her strange behavior. Whereupon she opened out her apron and displayed a great collection of bits of broken glass, explaining that she was simply taking them out of the way of the children's feet. Certainly any of us can take as much as a few bits of glass out of the way of the children's feet until their tottering steps are brought "to evenness and made to go more sure—more slow." For what would be accom-

plished by this vast and august organization were it not for the humble workers in their remote corners, each one spinning upon her own little loom the precious fabric of life, bridging snares and pitfalls and removing her quota of broken glass from under bleeding feet. "Each one in her place is best, strengthens and supports the rest."

So we on the Western shore are not claiming for our work a great and finished product. We are working toward our ideals. We are proud of the fact that as a State we have held first place in points of numbers and organization. We see great possibilities before us and it would seem that the hour has at last struck for the realization of our beloved Froebel's dream. When "a little child shall lead them."

PENNSYLVANIA—By MARTIN G. BRUMBAUGH

Superintendent of Schools, Philadelphia, Pa.

Every child that is born in this Republic is born with the right to three great institutional blessings: He has the right to a good home, a good school, and a good church.

It is the business of men and women everywhere to see that every child gets these three rights, and in doing this, let us not forget that it is the business of the home to teach; it is the business of the school to teach; it is the business of the Church to teach. They all teach the same great soul, and the difference lies only in the method, and in the place of emphasis in the one great material with which we all have to deal. So that it is impossible for any child to be properly taught, unless there is a complete and full understanding on the part of all the agencies that work upon that soul. For that

reason, anything that brings the parent-teacher, and the teacher-teacher into closer and more sympathetic relations, makes for the welfare of the child.

We all know that it is a recent thing in our educational work to gather the parents and teachers together. This is a sorry confession to make, because it seems to me that there never was a time when the atmosphere in our public schools would not have been better, and our children happier had there been close, intimate, sympathetic relations between the parents and the teachers of the children.

About a year ago, or a little more, The Mothers' Congress started us out on this matter, and in five months we had thirty thousand parents in the public schools. I want to stop here long enough to say that in the school

is the place for the parents to meet in any community. When you stop to think of the tremendous possibilities of the public school plant in your cities, as, for example, in Philadelphia, where they are worth, on a conservative reckoning about sixteen millions of dollars, when we stop to think how little good people get out of that investment, compared with the good they might get out of it, surely the time has come when the public school doors should be open. The school house should be open day and night, for every sort of social and intellectual and moral uplift which the community needs.

You can gain a great deal by going into the public school house for your meetings. That is where your child lives during his waking hours, more than any other place under God's sun. Surely you ought to know that you have seen the place where your child fights daily the battle which is to fit him or her for manhood or womanhood in this great Republic of ours. It is a great thing for your child, just to see you in the school, and if you have not been there this year, you want to pray before you sleep tonight: "Lord, send me to school."

In the public school buildings in Philadelphia, with the parents and the teachers in conference, certain very definite and valuable things have been accomplished. In the first place, it does give to the communities, in these great cities of ours, a certain intellectual and moral uplift from the lectures that are delivered, from the music, and the readings, and the other activities fashioned by the school and the home. These parent-teacher associations must also take hold of the foreign

problem. They must go down into the congested centers of our large cities, among the foreign population, and organize there leagues for the working men and women of the city; they must be simple. They do not want lectures on the interpretation of Rossetti, but show them by means of pictures thrown on canvas how the city is kept clean, and how they can assist in making it cleaner; they will be interested in pictures showing how the city is governed, what sort of system is carried on, and how in so doing we contribute to the welfare of the children. The simple things which so many of us have learned so early in life, we seem to overlook entirely in the equipment of these foreign people, and therefore you have a problem that is definite, that of Americanizing the immigrant in our land.

You can open the school houses at night for the children. I know of one place where the children were allowed to remain after school hours, and the school building was turned over to them for a play house.

In Philadelphia we are opening the school houses to the children, and they come there, because it is a choice between the street and the alley on the one hand, and the cheap theatres. In one room you will see the children singing, and in another room they are cutting out pictures and pasting them in books, and in another room and in the hallways they will be seen engaged in some simple games. Everybody happy; everybody spending a clean, sweet, decent evening together! This is not only preventive of other things, but do you not see that in gathering the children together in this social way you are forming the social

life of these children? And if there is any place where there is danger of our democracy breaking down, it will be in these crowded centers of our great cities, because of the crimes that are bred in this atmosphere.

When I was a lad, growing up on my father's farm, my father had a country store. In this store every morning the women gathered and published a morning edition of the *Daily News*, and in the evening, after the work on the farm was over, the fathers of the community gathered and published an evening edition of the *Daily News*, and in that way everybody knew everybody, and there was a strong social tie throughout the community. But how different it is in these great cities of ours, where you do not know the names of the people who are living just six inches away from you!

Get the children into the school house, and let them live together, let them play together, and enjoy together, until they Americanize themselves, as we did in the country years ago.

We can do another thing for the welfare of the child in this way. We can open the school houses for the rally of the pupils who have gone out from the school, and are now taking their part in the working world. They ought to be encouraged to come back, and make the school a center around which their interests shall gather, and back to which their affection will turn in the years to come.

We can also help the teacher.

Through these parent teacher Associations, we can also promote the play life of the children,—a thing too much neglected everywhere.

Of all the public school buildings in our city, there is not room in the yards about them, for all of the children to stand, you will begin to understand why I am pleading for the boys and girls of our city.

Mark this fact, and mark it well. The child not only needs play for the development of his physical health, but he needs play for other reasons as well, which are just as important. The girl who plays freely, the boy who plays out of doors learns most rapidly, and many a time the case of the dullard and the backward child is caused by denying to that child the right of play.

Turn your children to grass, and you will relieve the tension of backward classes in our cities generally.

We want our boys and girls to play in the open air because the boy who plays with his fellows and plays in the open air, is a cleaner boy morally, because of his play. One of the first things he learns is to play fair. He has a code of ethics forced upon him, and to this he must live up, or he cannot play. I wish we had that same fine spirit in our public life in America. That every man who holds office, or serves the public, must live up to the highest standards of conscientious duty, or he cannot serve in this Republic.

We want these large things to grow out of these parent teacher associations, but we want in addition to that, to bring the parents into the schools where the children, and the children's teachers are.

I wish I could take you to some of the meetings we have in Philadelphia. Let me describe just one that I have in mind: The children are told to

write an invitation to their parents to come to the school a certain afternoon or evening. It was found that the parents became interested at once when the invitations were from their own children.

The children and the teachers were in the school house, and as the parents came, they were met by their own children, who lead them up to the teacher, and said, "This is my teacher, Miss Brown." So that each parent was introduced to the teacher by his or her own child. Among those who came that afternoon, were a great many Russian mothers, they came in their simple calico wrappers, bare-headed, and were welcomed, as every parent is welcomed. And among those who came, a father and mother appeared. The little boy led his parents to the teacher and introduced them, and the father said, "How is my boy getting along?" The teacher said, "He is getting along nicely." The father then asked, "How is he coming on in his number work?" "Well, that seems to be your son's difficulty," was the reply. "He has more trouble with that than any other branch of his school work." Then the father turned to the mother and said, "There, I told you that that child was dull in numbers." That was a great moment in the history of that child, when the life of his parents and that of his teacher touched. After a while the mother said to the teacher, "Where does John sit?" And the teacher, who understood, said, "I will show you," and she took the little mother over and let her sit in the seat where her boy sat every day. And she folded her arms and the tears rolled down her cheeks. Just that same mother soul, just that longing to sit

for a moment where her boy sat every day, fighting his way from the darkness of Russia to the light of America. It is a great moment in the life of the child when he comes to understand that by the side of the teacher stands the parent. That there can be no ex parte treatment of his grievances and troubles. That the thing for which the teacher stands, the parents stand, and that when they cannot stand together, they get together and make some plan by which they can stand together.

I remember as a boy, that when I was whipped at school, my father repeated the dose in the evening at home. How he found it out I do not know to this day, nor did I enjoy the repetition of the school's experience, but, it is a great moment in the life of the boy when it first dawns on him that a violation of the law at school would meet with punishment in the home as well.

Let the parents in conference with the teachers study the facts concerning their children. Meet the teachers and discuss the treatment of your children. When a physician calls at your house, you study the facts, the physical condition of the child. That is the thing to do. You tell the physician all that you know of the ailment of the child, and he then knows what to prescribe. If the parents will go to the school, and will tell all that they know of their children, the teacher, in the majority of cases, will be able to prescribe the proper treatment for the child. Now what happens is the reverse of this, often. The teacher knows perfectly the condition of the child, and the parent has a theory of the treatment of the case, and goes to the teacher to try to impress that theory upon her.

A theory of criticism, a theory of opposition to the law of the school. There can be no harmony there. You can put this down as a law, based upon a great many years' experiences: that ninety per cent. of the cases of discipline in a school are properly handled by the school. Do you do as well as that in the home? In other words, do we understand that the teaching body in America is a great body of trained, sympathetic people, who, with the light they possess, are doing splendid service for the childhood of America,

and what they need is more knowledge of the child, more sympathy from the parents; better understanding of the home side of the problem, and it will be a happy day when throughout this entire Republic fathers and mothers and teachers turn to the serious study of childhood; when it shall be possible everywhere for parents and teachers to meet in sympathetic understanding, to discuss what I believe to be the greatest problem in all the world—the problem of training for the Republic, and for the Father in Heaven, brave, bright, beautiful souls in our children.

Study Outline for Mothers' Circles

By MARY LOUISA BUTLER

Topic: Other People's Children

*"If thou the truth wouldst teach, thou
must thyself be true."*

1. Who are they?
2. Where are they?
3. What do they need?
4. What duty do mothers with homes owe to children without homes?
5. What to children whose homes are filled with discord?
6. What to motherless children?
7. What to the many working boys and girls living in tenement, lodging, and cheap boarding houses?
8. What claims have the children in asylums and reformatories on mothers?
9. What does the world owe to destitute, neglected children everywhere?

Important Points

Withhold not good from them to whom it is due, when it is in the power of thine hand to do it.—Prov. 3 : 27.

If city people would visit their parks and police stations in the very early morning, they would easily understand the farmer boy who, when showing the city teacher around the farm, brought her to a cozy nook which he called "Tramp camp," because, as he explained, "the tramps all like to sleep there." "I suppose," said the teacher, "that when these tramps were babies they did not sleep out of doors, but had mothers who loved and kissed them, and thought they were the nicest babies in all the world. Perhaps the neighbors did too, and sometimes invited them to their homes."

"I'll bet they don't do it now," said the boy; then, after a moment, he added: "If they were such nice babies how did they ever come to be tramps?"

When thou makest a feast, call the poor, the maimed, the lame, the blind; and thou shalt be blessed.—Luke 14: 13.

Mothers, how do you answer this question? How does it happen that so many thousand babies have become tramps, inmates of prisons, houses of refuge, asylums, etc.?

"It is the children of to-day who are making society and who will soon be on the highway of life." The next generations are ours to mold. What are we going to do with and for them?

"The character of every child is the joint result of environment and heredity. Of the two the only one under our (present) control, and for which we are responsible, is environment," and any mother who considers only her own child is not a whole mother.

Thou shalt not avenge nor bear any grudge against the children of thy people, but thou shalt love thy neighbor as thyself.
Lev. 19: 18. See also Matt. 22: 35, 37.

"Every infant mentality that is born into the world is a seed from the Creator, folded in a tiny human casing, but bearing an important, divine message relative to the progress of human civilization toward Godlike ideals. Every seed is important for some wise purpose, or the Creator would not send it, and the germ of a great soul flower may be wrapped within a humble and altogether improbable and unexpected individuality."

"If the family is incompetent to protect, society should stand ready to do so until no child can escape care."

"What the world needs is not more of the things that money can buy, but more real mothering."

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"The Children of the Future," Nora Smith.

"Children's Rights," Wiggin, last chapter—Other People's Children.

"Children of the Poor," Riis.

"Your Little Brother James," Pemberton.

"That Last Waif," Horace Fletcher. The Bible, I Cor. 13.

"Defective, Dependent and Delinquent Children," Henderson.

"Juvenile Offenders," Morrison.

"A Campaign for Childhood," Charities and Commons.

"What the Juvenile Court Has Done in Philadelphia."

STRENGTH AND SERENITY.

"Calmness of mind is one of the beautiful jewels of wisdom. The calm man having learned to govern himself, knows how to control others. The more tranquil a man becomes the greater is his success, his influence and his power for good. That exquisite poise of character which we call serenity is the last lesson of culture; it is the flowering of life, the fruitage of the soul. How insignificant mere money-seeking looks in comparison to a serene life—a life that dwells in the ocean of truth beyond the reach of tempests, in the eternal calm! Only the wise man, only he whose thoughts are controlled and purified, makes the winds and the storms of the soul obey him; therefore keep your hand firmly on the helm of thought. Self-control is strength; right thought is mastery; calmness is power; power rightly directed is success.

"To-Day"

By E. C. M. DART

"The children of to-day are not the children of fifty years ago, and cannot be treated as though they were."

I read the above lately in a criticism in the *Times* and it made me ponder. One agrees instinctively with the writer of that review—the children of to-day are by no means the children of fifty or even thirty years since; and though we may thank ourselves, as he does, that our present-day methods are against the tendency to produce pious prigs, yet there is another side to the question, and it may be also pertinent to enquire whether they will satisfactorily develop sincere and well-balanced men and women.

I suppose there never was an age when the cult of the child was so sedulously prosecuted. It has become a well-defined movement, like so many other tendencies typical of the age, possessed of parents' associations, guilds, text-books, magazines, methods of tutelage, and all the many ramifications of an extensive and intelligent association. The amount of consideration given to the subject has probably never been equalled in any civilized society.

It would be absurd to say that such a movement is altogether at fault, as it would be fatal to assert that it is without error. It is undoubtedly right that we should do all in our power to develop our children's mind and body, capability, and inclination alike, but over-development is as real an evil at the other end of the pendulum as *under*; in fact, at the risk of scientific scorn, I would venture to assert that it

is more of an actual danger to be feared. Nature will pardon, I take it, the former much less easily than the latter and herself more readily make up for lapses than she will restore spontaneity and buoyancy to a jaded, self-centred individuality.

We are apt nowadays to forget that children, however important, are but factors in the complex construction of a state. Childhood is a changing condition, not a stable one. It is better that we should not forget to regard it as but a stage, not a halting-place, and work *from* rather than definitely *toward* it.

It is scarcely fair to a child to surround him exclusively with an environment of somebody else's manufacture, however skilfully prepared for his benefit and happiness. His own should be given a chance to appear. Neglect is an ugly sounding word to modern ears in connection with children, yet the phrase "wholesome neglect" carries surely its own meaning. Contrast, for example, the elaborate entertainments and the costly mechanical toys that nowadays take the place of the old-fashioned "children's party" and the simple playthings of older times. They are not really what the child wants. He likes them for the moment because they appeal to his plastic, impressionable child-nature. The idea of being treated like a grown-up flatters child vanity.

There is no scope for the child himself, however, and he soon tires of a

spectacle. A child is only superficially observant, primarily he is a creature of action. I would wager, unless his natural taste has been spoiled irretrievably by careful coddling, that the average child would give all the pantomimes and conjurers in the world for a Bluebeard entertainment of his own stage-management, with himself as villain, bearing burnt cork ferocities of beard and his sisters as slaughtered spouses weltering in pools of red ink.

I sometimes wonder what will be the literary taste of the next generation. It should be an interesting study in development of sheer perversity. It ought to be considerably better than that of its mothers and fathers, who were never fed upon such luxuries as tempt the mental palates of their sons and daughters. Fairy tales whose illustrations would convince even a skeptical modern child to believe in magic, and books of nursery rhymes more artistically beautiful than an edition de luxe of fifty years ago, will your readers of to-day be connoisseurs through your efforts fifteen or twenty years hence?

There is no doubt that we have no occasion to regret those vanished years. We have done with barbarous methods of hardening children by subjecting delicate nerves and fragile bodies to such a treatment as blanket tossing, which I read only the other day was practiced upon an aunt of Charlotte Brontë's to harden her nerves, as dressed-up ghosts did not effectively enough serve that humane purpose! Nor do we wish to model the small Dorotheas and Aileens of to-day on another of the novelist's family, the little sister Maria, of whom an old

nurse wrote, "She would shut herself up (at the age of seven!) in the children's study with a newspaper, and be able to tell one everything when she came out, debates in parliament, and yet no less significant, ones of everyday existence, such as respect for in—I don't know what all!" Poor prodigy of seven! At least we have more respect for small brains to-day, though there are some things we are apt to forget despite our specialized attention to young folks' needs. Reverence is perhaps an old-fashioned quality; but I think we make a mistake when we leave it out of our children's training. I do not mean the larger reverences that later life will bring of itself; I think rather of those smaller, yet no less significant ones, of everyday existence, such as respect for infirmity and old age, for weakness, even for the unconsciously ridiculous in certain instances, and for topics and opinions as yet not understood. These do not imply a suppression of humorous perception—humor surely owns small traffic, or should own none with such! It is not the children's fault; flattering laughter at a smart speech, the smile at the repartee so irresistible from childish lips, the unreprimanded criticism are responsible. "We don't bring up children in those strict repressive fashions to-day. Childhood is a time for happiness—they will see the dark side of things soon enough—let them enjoy life while they may," we say indulgently; and then we take boldly from our children one of the most subtle pleasures of existence, that of considering the unspoken need of other people.

Not long ago I contrasted two schoolboys' epistles; they were sepa-

rated in time by a gulf of fifty years or so. The yellow paper and the careful handwriting of one told its age. It began "Honoured Mamma," and ended "From your most dutiful and obedient son Frederick." We laugh at the pedantic diction and stilted phrases, comparing its style with a communication received by the morning's post. "Dear Old Mater," it ran, "our fellows are all dead nuts on the new kind of Ping-Pong bats. I shall be up a tree if you don't send me another half-sov. this week. Do!

there's a decent old Muv. Ever your affec. Kid." I am convinced that the "affectionate Kid" is on infinitely better terms with "dear old Mater" than ever was "Frederick" towards his "Honoured Mamma;" yet at the same time I see no reason why filial affection should be altogether incompatible with an elementary regard for one's mother tongue!

The *Times* gentleman is right. "The children of to-day are not the children of fifty years ago, and cannot be treated as though they were." —*Parents' Review*.

Life Stories for Life Savers

II. The Worst Boy in Philadelphia

By JAMES STRUTHERS HEBERLING, A.M.
Superintendent Wm. T. Carter Junior Republic

Murray Cranford walked slowly down the country road leading to the village post office. As he shambled along, staring indifferently at the ground, there was little in his appearance to warrant his reputation of being the worst boy in Philadelphia. He had entered the Republic with this unique distinction, a title which could probably have been disputed, were all the facts known, but he certainly was in most respects a very unpromising boy. His face had been robbed of its boyish freshness by evil home environment, and lines of distrust, dislike, deceit and disregard had marred the countenance behind which lived his stifled, stunted, narrowed, prejudiced and miserable soul. He had met every questioner with lowered head and down-cast eyes. His reply to nearly every question was an indistinct grunt. It is not surprising that the

opinions formed of him were as follows: degenerate, stubborn, defective, hopeless. He was apparently all of these. When I met him coming down that country road, I determined first to see his eye. After a few introductory remarks in which he manifested no interest, I began to tell him of the championship base ball game on my college diamond that day. Gradually the lines began to fade and I knew the boy spirit was alive. I ventured to remark: "Murray, this is my college pin." Suddenly thrown off his guard, he began to eye the emblem, and as I told him the stories associated with it, forgetting his studied indifference, he looked squarely at me with believing interest, and as I looked into his face I forgot the boy and saw the soul. I knew that in that soul was planted the Kingdom of God. When one reaches this compelling thought

there is no place for pessimistic investigation. The first move is to get close to the boy. Not familiar. Not too interested. Not too inquisitive. A prayer to God for tact and grace to use it. Then put yourself in the boy's place, and reasoning all things, all causes and effects, from his standpoint as well as your own, get close to the boy. Day by day I was able to lower the bars that heredity and environment had raised between his soul and mine, until we could meet on common ground and understand each other. Then I began to know why he stole, lied, cursed, and did all those things which had gained for him his notorious title. Then I could not criticise, but thanked God that in my own boyhood I had not suffered like temptation.

Two years we lived together. The moral development of a boy may be traced with wave like lines. The crest one day and then the trough. Through these risings and fallings one must bear and forbear with patient common-sense. I have learned to wrestle in quiet, knowing that it is as dangerous to lose mind as heart. Murray Cranford learned many lessons during these two years. By actual experience he developed a respect for law. He could do as he pleased when he pleased to do what was right. Is not this practical morality? Constant, unremitting discipline, made possible by the enactment and enforcement of laws by his fellow boy citizens, made him law respecting and law abiding, where parental and municipal devices had failed. The freedom of the will is God's gift to boys as well as men. He learned to be self-supporting and self-

respecting. Can any secondary school develop better traits of character than these? Every one who has lived in a large family of boys knows that spirit of honor manifested in one boy's respect for the rights of another. Murray had been an inveterate cigarette fiend in the city. Moral and physical advice had made no impression. In the Republic he could not smoke without meeting the law. This meant a fine and perhaps a few days in the work-house. Gradually Murray lost the cigarette habit. He was ambitious to have a good bank account for he knew that some day his savings would be redeemed in American money, and this ambition helped him to reason that smoking did not pay. Then his heart grew stronger, his mind clearer, his will firmer and the foundation of his life was relaid. This art of character building. Is there a finer one? All art is natural. Child training becomes the finer art when we use the most natural methods. When we classify these methods for practical use we have the science. Our common aim in work with boys should be to prepare them to be useful and intelligent citizens. One day Murray came to me and asked permission to start out in the world for himself. After a year's splendid progress in Baldwin's Locomotive Works he had a set back, due to lack of tact and help in his reconstructed home. He drifted to another city where his course for a time was most discouraging. During this period, however, I felt sure that the moral impression made upon him during his life with us would prove his ultimate salvation. This confident hope has been fulfilled. To-day he is a marine engineer, earning \$75 per

month. He has been married for nearly two years to a respectable, capable girl. In a recent letter he wrote me: "I am married, have a nice little home and am very happy. I could not forget the Republic because it did so much for me." When I read these lines and contrast this home and his

life with the homes wrecked by men of better birth and environment, I am encouraged to believe that in the Junior Republic many other boys like this worst boy in Philadelphia may be saved to the State and society by its practical system of child helping and training.

Settlements in Russia

Inspired by the activity of the settlements in America, the well-educated class in Russia has taken the resolution to establish such settlements in their country. In May, 1905, a colony composed, first, only of twelve children was created in the suburbs of Moscow. A house was rented for this purpose and the children had to help at the arrangement, at the fabrication of the furniture, etc. When all was ready the children had to occupy the kitchen and set in order the rooms. The pupils did not like first this occupation because they seemed to have no confidence in their superiors. But with time they began to understand the importance of this new institution and to conceive that they have to be the colleagues and the co-workers of the grown-up persons. These twelve children have introduced others; and so was formed a sort of children's club for pupils in their leisure hours. Later different workshops, a library, were established and a school medical adviser was set in. In the winter of 1906-07 these clubs counted 150; in the next year, 250 children. This organization developed to a society confirmed by the

authorities, and got the name "Settlement." In a short time this "Settlement" will be lodged in its own house.

On February 3, 1908, another committee opened its "Settlement." There the children are classed in 15 groups, each from 12 to 15 children; every group is under the control of a grown-up person. The children like their clubs very much and give them different names, as "The Comfortable Nest," "The Good Friends," "The Rose," etc. In each group the pupils assemble twice a week. Besides the co-workers and assistants there are painters that guide the manual instruction, and other teachers for singing, etc. This "Settlement" has also a library. On Sunday the children walk together and make excursions, naturally under the superintendence of a teacher. Now the question regarding the organization of a summer colony where the children can pass a part of the hot season will be discussed.

Other Russian towns have followed this example and we find now "Settlements" in different parts of Russia.

(From the Russian newspaper, *Life and School*.)

Our In-Law Relatives

I. When Mother Came

By MRS. HENRY J. HERSEY

MY DEAR MARGARET:—This question of our "in-law relations" is an interesting one. Your letter has opened a volume of reminiscence and you may repent having taken me into your confidence. But I thank you for doing so and I am going to offer you a chapter out of my own life in return.

When Frank's father died, Mary was only four and Jack less than a year old, and I used to feel sometimes that I could not manage the house, the teething baby and the child, too little to have any discretion.

Frank's business was by no means established and demanded all his ability and strength; he would not entertain the thought of not making a success of it and neither would I, so I made things at home as easy for him as I could. But Katie, who had been my mother's second girl, and came with me when I was married, did not seem to feel as I did. She really was fond of us, but as the work became unavoidably harder she got cross about it. I hired an extra woman for Mondays, but I could not see that I was justified in adding any more to what Frank had to meet. I read and thought earnestly over the mistress and maid proposition, but I could not seem to get Katie inside the family scheme. She did have more to do, but she did not have as much more as I did, or as Frank did, and she did it just the other way.

Frank and I tried to make light of things and keep them from each other and we would say "Well, never mind,

it will only be hard a little while," but Katie always seemed to feel that we were to blame somehow.

I hope no other young mother will ever be as silly as I was. Katie's attitude "got on my nerves" so that I felt that life was one great gray duty that you could not fulfill even if you worked every minute. If little Mary spilled something on a clean dress I could not keep the tears back; not because I cared or because Frank would care, but because Katie and the washwoman would talk over the size of the washing and fuss and fuss and fuss. Of course I thought of sending Katie away, but she was so reliable that I was afraid to and I well knew that any real trouble would call out her loving sympathy. So I lived along, but I did not enjoy that summer. Then in October Frank's father died.

For business reasons mother was obliged to be here and she continued living in her own big house for about six weeks, when an opportunity for sale came and there was nothing to do but to have her come to us.

I had been married only five years. Mother was a notable housekeeper, besides being an active church worker and member of a literary club; and all I knew was how to take care of babies and be chummy with Frank. Even Katie thought my managing was all wrong. It was fortunate for me that it was a quick change for I did not have much sleep while it was happening.

Katie asked if I was going to keep

another maid. I said that I would do whatever seemed best, but she promptly refused either to share her room or to do the washing. She was all for going immediately when I just broke down. I said that if she who had lived with me five years and with the family two before that would not stay even a month to help me get the housekeeping adjusted to a new member, that it was not likely that anybody else would take any interest. I cried so hard that she was frightened and cried too and said she would stay a month until I found somebody else. Well, my own funeral would have been a cheerful event compared with the coming of Mother.

I knew, all the time, that the way I felt had nothing to do with her, but I could not keep things going to suit Katie and the washwoman so how could I please a woman whom everybody considered superior.

To my astonishment Mother never seemed to see Katie's evident antagonism. A couple of days after she came we had a little talk and afterward I was surprised to realize how much was said in little.

Mother really believes in God. I mean she not only believes in church and all that, but she believes that God rules the lives of his children in wisdom and loving kindness. And although her light often shone under her door when I was up with the baby in the night and her eyes showed traces of tears she did not talk about being afflicted or abused as so many people do. And Agnes at the end of a week I realized that a blessing had come into my home.

In that talk she had said: "It seems best at present for me to come here

and I believe that the best possible is what is intended for us. So we will not plan for ourselves nor look ahead, but live day by day according to our best trusting that God's best is being worked out."

I said it over and over to myself and I shall never forget it. It seemed almost as if I had been shut into a dark room and that idea had rolled up a big shade and flooded the room with sunshine.

I had been planning for the family and my plans just could not work out. I had been "looking ahead" and my finite sight could not pierce the darkness.

I had not seemed to realize that the plan and the responsibility rested upon God who was equal to them and that all that rested upon me was just one day's living. And that was not measured by what I got done or by what Katie or anybody else thought about it; but just by my own faith that God was working too and by doing cheerfully my own little best.

It made me think of "man's extremity" "being God's opportunity" too, because if I had not been so keyed up my fear that Mother's coming was going to make my life too hard to manage I should not have been so deeply impressed. As time has gone on I have grown more into the way of "walking by faith." But this was the vital moment when I saw that God applied to Monday and the washwoman just exactly as much as to Sunday and the church. Also I seemed to see that doing the best for one day and trusting relieved me of even thinking things out. Mother had not come intending to live with me forever. She had come, as she said,

"for the present, because it seemed best," but she had no thought of the future on her mind.

To look at things this way takes the strain out of them, and when the strain is taken off the work is not hard. I really laughed the first time I passed this idea on to Katie. She had taken all the work of the day on her mind and she was so burdened with it that she just sputtered. Instead of getting worried too I looked cheerful and said, "Katie, we don't have to do all the work unless we can. All we have to do is our best towards it." She fairly gasped but in a moment the common sense of it came over her and she actually smiled as she said "Well, I guess that's so."

Then Mother who, although she always conducts herself as a guest in the house, is always helpful, consulted with me and between us we worked out a plan which kept Katie with us.

I am heartily in sympathy with your "compact" as you call it and confident that with such a spirit in your home, Katherine's coming can prove only a joy to all concerned. You may safely lay aside all your anxieties, my dear.

The quotation that mother seems always to have in her mind to apply to your good resolutions. It is: "Guard well thy thought. There all the danger lies." She says that those most unfortunate things—family differences—are not the result of any one big misbehavior or difference—but all the sum of little misbehaviors and small differences.

And she classifies them together.

She declares that the one who remembers another one's crossness sins as much against the family peace as the one who was cross. As I look back I think it took me several years to really get that into my head.

I could see how one person's being cross could spoil an evening for six who were pleasant, but I could not for a long time see that six were really six times one, not only in bulk but in force; and that if the six "guarded their thought" (that is if the six had sense enough to think at all) and if each said to himself "I intend to enjoy myself even if Jane gets snappish," that the snappishness wouldn't have any more power to make the circle uncomfortable than the wind and rain outside could prevail against the walls and the open fire.

Really, Margaret, if mother had brought into my home no other thing than her real consciousness that every uncomfortable and inharmonious characteristic is negative in its quality, and can be put where it will not distrust us—just by letting it alone and throwing a little more force into everybody else's expression of the opposite side—I should feel repaid for every effort and little sacrifice I have made for her, my husband's mother and my children's dear grandmother.

I venture to send you this long story hoping that my own blessed experience of the "stranger within the gates" may give you all the courage you need to meet and welcome the newcomer.

Yours faithfully,

AGNES.

Mother's Room

There was ivy beneath the windows and tall French currants to frame,
That swung their tremulous bells of pink when bee and butterfly came.
And a branchy, bold laburnam, lavish of golden bloom,
Nodded nearby, with guardian air, thro' the dusk of mother's room.

A low settee in the shadow, and a laden table beside,
Where at times the shining needles lay that the dear, deft fingers plied.
And whatever the hour or season, there never was spell of gloom
But vanished before the brown eyes' light that illumined mother's room.

Thither were daily burden, query and doubt and thought
And childish trouble and childish ache for salve and solace brought;
And here when evening dewdrops hampered the spider's loom
Were tales of task and dole rehearsed in the quiet of mother's room.

Betimes, the "Amen" of childhood rang response to a mother's prayer,
And the "Love Unseen" was understood thro' the love that was regnant
there.

No whisper of cynic's query—no shadow of cynic's gloom
Darkened the light of the perfect trust we learned in mother's room.

* * * * *

Ah, me, the ivy is fallen: no more the pink bells swing!
Loyal laburnams star a grave with the golden gift of spring!
But still thro' the years new-breathed, like a mystic rare perfume,
Filter the fragrant memories of that prayer in mother's room.

To-day there's a treasured friendship that hath somehow run awry—
There's the poignant ache of an envious dart we would hide from the
archer's eye!

There's the shattered hope, like the marsh's light, that led thro' doubt to
gloom!

Oh! for the potent spell of old! the charm of mother's room!

Hath it fled as the summer sunlight? Sunk 'neath the ivy's mould?
Hidden below the soundless sod and laburnam's dropping gold?
Nay! for of earth was the beauty, the radiance and the bloom,
But of Heaven was born the gift of faith bequeathed from Mother's room.

—Margaret M. Halvey.

The Mexico Congress of Mothers

Translated from the "Ladies' Album," Mexico



SRA. LUZ GONZÁLEZ COSÍO DE LÓPEZ
PRESIDENTE

A beautiful movement has emanated from the hearts of ladies of high rank in Mexico. Stimulated by the example of American mothers, they have begun work to aid all women who, bearing on their brows the beautiful aureola of maternity, need protection, advice and assistance.

Those who at the birth of a child see afar off days of mourning on account of scanty resources, who on hearing the cry of the newly born babe feel ineffable pleasure and yet fear for the future, will hereafter have the sympathy and interest of those who are your sisters.

The plans of the Congress embrace the welfare of the children of Mexico

and include Study of Infancy and Childhood, Founding Kindergartens and Normal Schools, Mothers Circles, Education of Mothers, Care of Delinquent Children and a Magazine for Mothers. Madam Gonzales Cosio Lopez, Madam Casarus, Mrs. Harold Walker, Madam Lepulveda Calero and Madam Louisa Raigosa Diaz are among the leaders. Next December the first Congress will be held and the organization will be perfected.

Mexican culture has taken a long step. A delegate to the International Congress on the Welfare of the Child, Madam Lopez, called together the distinguished women of Mexico and



SRA. DE WALKER—VICE-PRESIDENTE*

told them of what she had seen and heard in the United States. Her words produced a deep impression, for she

* The daughter and grandson of Mrs. Theodore W. Birney.

touched the most sensitive chords of the feminine heart.

Several men were named on the Advisory Board. President Diaz heads this council. The high stand-

ing of those who have inaugurated this movement assures success.

We congratulate the founders of this Congress. Onward must be its motto, raising high the banner of morality and help.

A Clean Birthright

The Pennsylvania Society for the Prevention of Social Disease has issued a "Circular of information in the Interest and for the Protection of American Women and Their Children." We quote the preface:

"TO AMERICAN WOMEN

"This circular is issued by a body of earnest men, determined to awaken interest in a matter of peculiar importance to American women, and primarily to insure to them:

"1. Full mental and physical health—the birthright of nature's children.

"2. Free access to facts that will guard them against ignorant error, and consequent physical disaster to themselves and their children.

"3. The observance of a like standard of morals for men and women, and the public recognition by society at large of nature's inexorable decree that physical and moral hygiene must be identical for the two sexes if the health and vigor of the nation shall continue.

"4. Full knowledge that certain diseases which are now recognized as factors in depopulating civilized nations, and are widespread in our own America, appear to be most certainly preventable by one means, the education of our women in the necessity of demanding of their husbands, sons, and friends lives as clean as their

own, and therefore as free from the likelihood of transmitting disease.

"5. And finally, the knowledge that women and children have suffered untold misery, and have been subjected to a physical blight, pitiless and unrelenting, as the result of an ignorance that has been permitted by those who should protect and cherish rather than destroy their homes and homemakers."

The Secretary, Dr. Robert N. Willson, 1708 Locust street, Philadelphia, offers to send the leaflet to any woman in Pennsylvania without charge.

He will furnish the leaflets outside of Pennsylvania at a half cent each (which is cost price) plus postage. Every mother should have this leaflet.

It is cruel and unjust to sons and daughters to permit them to obtain their knowledge of the holiest and highest functions of life from sources which frequently debase the physical and moral life.

Ignorance is not innocence. Parents are in a large degree responsible for impurity and disease, because they are not themselves informed, and because they deliberately leave their children without any information on subjects which affect not only their own life and health, but that of their children.

It is criminal negligence for parents to close their eyes to dangers which beset youth in every walk of life.

Co-operation of Sunday-school and Home

By REV. WILLIAM L. WORCESTER

It is so easy for parents to hold the Sunday-school responsible for the religious education of the children, but with a little reflection they must know that they cannot so lightly relieve themselves of this responsibility. The heart and soul of a child's religious education must, first and last and all the time, be in the home. The Sunday-school may be a help to the home, and an important help, but it cannot take from the home its responsibility.

The first opportunity is in the home in the years of sacred, tender impressions which give heaven its hold upon the child, and are the strongest power for good in after life. Listen to Mrs. Booth as she tells of her wonderful influence with thousands of prisoners throughout this land, and hear her say that she is to them simply a power of memory, awakening tender recollections of mother and home, and you will not doubt the power of early impressions and the importance of the opportunity in the home before children reach the age to attend the Sunday-school. There is an incalculable power in a spirit of reverence in the home, in the example of regard for the Sabbath, for the Bible, and for the Christian virtues of truthfulness, obedience, kindness, purity, helpfulness. It is surprising, too, how soon religious instruction of simple kinds may begin, the reverent telling of a Bible story, and afterward the reverent reading of it; the repeating of the Lord's prayer at bedtime, and of other verses in which the child soon

joins. It is of parents that a child asks his first questions about God and holy things. It is from them and from companions that he forms his standards of right and wrong in the little daily happenings of the home.

Now, when the age is reached for attending Sunday-school shall the precious beginning made at home be stopped and the responsibility transferred? Impossible! The first opportunity is in the home, and the most intimate and continual opportunity all the way along. Habits of reverence must be strengthened and developed, not by a class exercise once a week, but by continual association. Habits of daily reading the Bible and of prayer must be formed where the child daily is. The ability to apply and the habit of applying life must be formed where the daily acts are done. Not only is home the place, but parents are the ones, if they will, to keep nearest to the children in their development to help them with truest sympathy and wisdom.

As years pass this companionship between parents and children becomes not less, but more important. Parents are the protectors and advisers to whom children can turn in the confidence of home, with every perplexity of their own opening life, and with the problems of life as they find it in the world around them. What help a wise parent can give in the period of transition from childhood to manhood and womanhood, when the child so little understands himself, and when

the restless combative mood, if it is a trial to others is still more a trial to the child!

Parents have a duty still of instruction, but the manner of instruction must change. We cannot expect our word simply to be accepted on authority and remembered. Instruction must be addressed to the reason, and must be accepted because it is seen and felt to be true. How necessary now to be patient with a young man's notions and to respect his right to think for himself. We cannot force our thought upon him, but we must consult as friend with friend; and how welcome is the word of the older friend who can speak from a little experience. Not in instruction alone but in all things our relation to the children has changed, and we must recognize the change if we would continue helpful. We are not now guiding children, but are helping young men and women to direct their own lives. A relation of sympathy and confidence between parents and children has been precious all along, but never so precious as now; it is never more needed; it is never more appreciated if it is considerably and wisely used. Will a father or mother make the Sunday-school, the instruction of a weekly class, a substitute for this sacred companionship?

The Sunday-school has a place in the religious education of the child, not as a substitute for the home, but as a help to the home. It can help in several ways. It can help first by the encouragement of numbers. One may be weak by being lonely in his spiritual life. There is a very real help in sympathy in the deepest things; a strength is gained by standing to-

gether in the effort to be true to the Lord and heaven. Second, the Sunday-school can help by providing means for study and illustration which cannot so well be provided in the home—music, lantern pictures, maps, and illustrative objects. Third, the school can help by developing system in religious study and training, adapting subjects and methods of instruction to the changing powers and interests of growing children. This can be better done by a trained teacher or superintendent than by most parents. In this way the school supplies a framework which gives strength and permanence to the religious teaching and training of the home.

To make this service of the Sunday-school effective and really helpful the school and home must keep in close touch with each other. Parents must be acquainted not only with the particular lessons of their children from week to week, helping in the learning of verses, and in case of absence from the school, supplying the lesson at home and keeping the thread of interest unbroken, but they must be acquainted with the spirit and aims of the school, knowing what course of study is chosen for their children, what methods are used, why they are used, and why they are changed from year to year. They must understand the whole scheme of which the particular lesson of the day and the particular method of the class have a part. They will then know how to use the school instruction and to supplement it in the home.

This close touch with the Sunday-school, parents may gain partly through the children themselves, encouraging them to bring home the in-

terests of the school and to tell what they have learned. It will be very useful, when it is possible, for parents to attend the Sunday-school themselves as visitors to the children's classes or as members of an adult class. In this way better than any other they encourage the children's regular attendance and help them to feel the importance of the Sunday-school. They also themselves see something of its methods and become acquainted with its spirit. Teachers also on their part should make it a

duty, so far as they can, to become acquainted with the parents of their scholars, and should use what opportunity they have to explain to them the purposes and methods of the school and secure their sympathy. Much may also be accomplished by occasional or regular meetings of teachers and parents together, in which the aims and purposes of the school are clearly stated, its methods are explained, and practical ways of coöperation between Sunday-school and home are pointed out.

State News

NEW JERSEY

The New Jersey Congress of Mothers will hold its annual meeting at Hotel Chalfonte, Atlantic City. N. J., November 13th and 14th. Mrs. Alexander Marcy will preside. Visitors from other States who may be in Atlantic City will be cordially welcomed.

NEW YORK

The New York Congress of Mothers will be held at Saratoga, October 20th to 24th. Mrs. John D. Whish, State President, will preside.

OHIO

The Ohio Congress of Mothers will hold its annual meeting in Columbus, in October. Mrs. Helen R. Wells, the President, will preside. The Cleveland Congress of Mothers, which is composed of the Parents' Circles in the Public Schools, has brought together the parents of Cleveland and has associated in their minds the fact that they are an integral part of the National Congress of Mothers in a manner which is hardly possible under

other names. Mrs. W. E. Linden, Vice-President of the Ohio Congress, has given her earnest work to forming associations in the schools and uniting them in a central Congress. Mr. Elson, City Superintendent of Schools, has given his support to the movement with the result that Cleveland leads in Ohio in the number of its Parents' Associations.

The Cleveland Congress of Mothers held a meeting during the convention of the National Education Association to which all members of the National Education Association were invited. It also gave a reception to the National President which was largely attended by the Mothers of Cleveland. A dinner was also given by the officers of the Cleveland Congress at the home of Mrs. Striebinger, in honor of Mrs. Schoff, which was attended by the acting President of the National Education Association, Dr. N. C. Schaeffer, and other leaders in educational work. Mrs. Helen R. Wells, President of the Ohio Congress, Mrs. Orville T. Bright, President of the

Illinois Congress, and Mrs. W. S. Hefferan, of Chicago, were among the guests.

LOUISIANA

Mrs. John L. Kimbell, chairman of the School Improvement Committee of the Louisiana Congress, reports as follows:

"Our State ranks lowest in illiteracy. Mrs. De Garmo, our State President, has been diligently inquiring into the cause of this illiteracy and has summed up as the main cause bad roads between home and school in the rural districts.

"In some of the parishes the schools have closed because of impassable roads.

"In a lovely neighborhood, around which are located some of the finest plantations in the great cotton belt of the Red River Valley, it is a common occurrence for the residents to go three months at a time without seeing each other in the wet season or after high water.

"The roads are not even fit for boys to ride horseback to school. After the high water of 1902-3 my surrey was not out of the barn for six months. Except for long distance telephone, residents are cut off from the world.

"School improvement here means making it possible for children to go to school. Why build fine school houses with best equipment in the rural districts if the roads are so bad the children cannot attend for several months at a time.

"Get good roads between schools and home and better school houses, and education in this State will come up to proper standard.

"Rural free delivery always follows good roads. Above all, our country people, the backbone of our nation, can remain at home in contentment and happiness and not have to crowd our cities and towns for the above advantages."

IOWA

The Iowa Congress of Mothers will hold its fourth biennial convention in Des Moines, October 11th and 12th. Mrs. Walter Brown, President of the Congress, has arranged a most interesting program for the meeting and has been fortunate in securing a number of prominent people to take part. The object of the meeting is to consider the best safeguards for the child and youth from physical, mental and moral disease.

Each Mother or Parent Club in the State is invited to send delegates to the meeting and an invitation is extended to all schools and school districts of Iowa to delegate one person to attend the meetings in order to promote a sustained effort of parents and educators to crystallize into actuality the sentiment for the best interests of children of the State.

MARYLAND

The fourth meeting of the Maryland Circle of the Mothers' Congress was held at Affordby School, Baltimore. It was a most enthusiastic meeting. Twelve of the Parent Teacher Clubs of the Public Schools were represented. Mrs. Geo. H. Porter, President, was in the chair. Each club represented a group of schools (buildings), some three, some five—and each group represented an effective association, one club numbering three hundred members, another ninety, and no one of them less than twenty-five

members. The club of three hundred members represents a group of schools in which eighty per cent. of the children have foreign born parents. The club provides a play room for the neighborhood, using the kindergarten room for the purpose in the afternoon, and the teachers of the school, acting as volunteer leaders of the work. The mothers are taught cooking and sewing, assistance is given to children needing clothing. The homes are visited by a representative of the charity organization and much practical help is given. In the Canton Club group there is a band of Willing Workers—Eighth Grade pupils—who keep on hand a fund, by yearly entertainments given by themselves for the benefit of needy ones in the school. Shoes are patched or new ones bought for any child.

The final question to be decided in the early autumn is the forming of a City League of Parents' Associations.

PENNSYLVANIA

The Pennsylvania Congress of Mothers will hold its annual meeting this year in Oil City, November 5th, 6th and 7th. Mrs. George K. Johnson, President, will preside.

The Pennsylvania Congress of Mothers has planned the organization of circles in many counties during the autumn.

It is also cooperating in the formation of Juvenile Court and Probation Associations in every county with a State Probation Association, to be appointed by the Governor, to which each county must report.

The Pennsylvania Congress of Mothers, in association with the Philadelphia Juvenile Court and Probation Association, New Century Club and

Children's Aid Society, will present important bills to the Legislature for the purpose of unifying and perfecting the care of children in Pennsylvania.

The extension of mothers' circles in public schools is progressing actively, with the cordial approval of the School Superintendents and with the earnest work of the Chairman, Mrs. Edwin C. Grice.

Dr. Brumbaugh in the annual report of Superintendent of Public Schools of Philadelphia says:

"During the first half of the year an effort was made to arouse a wider social concern in the school on the part of the parents. With the intelligent and effective assistance of a group of women under the leadership of the officers of the National Congress of Mothers many meetings were held, and more than thirty thousand parents spent at least one afternoon or evening in the school."

"This movement negatives the oft-repeated statement that in great cities it is impossible to interest the home in the work of the school. We are prepared to declare that it is impossible to have a good urban school unless the parents are intelligently cooperating with the teachers."

"These meetings, held in the afternoon or evening, afford an open forum for the free friendly discussion of the aims of the school and the welfare of the children."

"In every case the result has been most gratifying. Personal interviews between teachers and mothers have settled many puzzling conditions and placed the whole spirit of the home in a new and vital relation to the school."

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AIMS AND PURPOSES OF NATIONAL CONGRESS OF MOTHERS

To raise the standards of home life. To develop wiser, better-trained parenthood.

To give young people, ignorant of the proper care and training of children, opportunities to learn this, that they may better perform the duties of parenthood.

To bring into closer relations the home and the school, that parent and teacher may coöperate intelligently in the education of the child.

To surround the childhood of the whole world with that loving, wise care in the impressionable years of life, that will develop good citizens, instead of lawbreakers and criminals.

To use systematic, earnest effort to this end, through the formation of Mothers' Clubs in every Public School and elsewhere; the establishment of Kindergartens, and laws which will adequately care for neglected and dependent children, in the firm belief that united concerted work for little children will pay better than any other philanthropic work that can be done.

To carry the mother-love and mother-thought into all that concerns or touches childhood in Home, School, Church, State or Legislation.

To interest men and women to coöperate in the work for purer, truer homes, in the belief that to accomplish the best results, men and women must work together.

To secure such legislation as will ensure that children of tender years may not be tried in ordinary courts, but that each town shall establish juvenile courts and special officers, whose business it shall be to look out for that care which will rescue, instead of confirm, the child in evil ways.

To work for such probationary care in individual homes rather than institutions.

To rouse the whole community to a sense of its duty and responsibility to the blameless, dependent and neglected children, because there is no philanthropy which will so speedily reduce our taxes, reduce our prison expenses, reduce the expense of institutions for correction and reform.

The work of the Congress is civic work in its broadest and highest sense, and every man or woman who is interested in the aims of the Congress is cordially invited to become a member and aid in the organized effort for a higher, nobler national life, which can only be attained through the individual homes.